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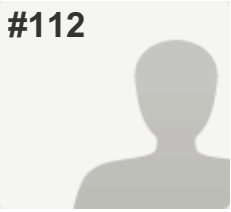**Collector:** Web Link 1 (Web Link)
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Q1: Name of School District: Davis County Schools

Q2: Name of Superintendent   Dan Maeder

Q3: Person Completing this Report   Becky Zesiger

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Q4: 1a.Local TLC Goal

Attract and retain able new teachers and ensure they are effective

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Q5: 1b. To what extent has this goalbeen met?

(no label)   Fully Met

Q6: **1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Short and long term measures: Data was collected from mentors and beginning teacher in January and in May by way of electronic surveys. Survey questions were very focused to their particular role, the goals of the TLC system, and were of a categorical and perceptual nature; both qualitative and quantitative. Needs assessment questions were included with an in-depth survey on the Iowa Teacher Standards and Criteria at year-end. Because of the on-going and continuous nature of data collection and analysis, formative changes were efficiently and quickly made in program implementation to respond more effectively to participant needs. At the end of the year, results from these role groups were examine in a Peer Review process and the strengths, areas for growth, and suggestions for improvement are shown in the next section on "Results."

Results: By the fall of 2015, all teaching positions were filled and the district had hired five new teachers (1st or 2nd year). All of these teachers were matched with a mentor and were part of the Beginning Teacher Mentoring and Induction Program throughout the year. The district has retained all of these teachers for the coming year. All second year beginning teachers were recommended for Standard Licenses. Throughout the year these teachers were supported by their mentors through weekly mentoring, classroom visits, formal classroom observations with feedback, release time for professional development and visiting the classrooms of model teachers, and monthly support meeting to which they were accompanied by their mentors. The Peer Review process surfaced the following strengths, areas for growth and suggestions for improvement for the BTMIP:
Strengths
• Mentors strongly believe that their participation in the TLC system has increased opportunities for collaboration, collegiality and teacher networking.
• Having release time for formal observation (observing and reflecting)
• Mix of good training opportunities
• District monthly meetings
• Mentors are comfortable in working with beginning teachers
Areas for Growth

• Mentors need a clearer understanding of their role and what is required of them.
• There is inconsistency in the implementation of the BTMIP or confusion in reporting "support" (i.e. one beginning teacher received 180 hours of support and another received five hours of support.)
• More communication between the roles to provide support for beginning teachers
Suggestions for Improvement
• Provide more guidance to ensure meetings and observations actually happen on a regular basis.

• Improve record keeping for tracking attendance, observations, and any formal interactions.

• Require a visit to the classroom of a model teacher each semester. Ensure it is in an area of beginning teacher needs.

Q7: **2a.Local TLC Goal**

Promote collaboration and increase collegiality by developing & supporting teacher networking

Q8: **2b. To what extent has this goalbeen met?**

(no label)   Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Short and long term measures: Data was collected from each role group (coaches, teachers working with coaches, mentors, beginning teachers, model teachers, teachers that viewed in the classrooms of model teachers, PLT leaders, and all teachers) in January and in May by way of electronic surveys. Survey questions were very focused to the particular role, the goals of the TLC system, and were of a categorical and perceptual nature; both qualitative and quantitative. Needs assessment questions were included with an in-depth survey on the Iowa Teacher Standards and Criteria at year-end. Because of the on-going and continuous nature of data collection and analysis, formative changes were efficiently and quickly made in program implementation to respond more effectively to participant needs. At the end of the year, results were examined in a Peer Review process and the strengths, areas for growth, and suggestions for improvements in all areas. "

Results: Those who are in the teacher leadership roles (coaches, mentors, model teachers and PLT leaders) believe that their participation in the TLC system has increased opportunities for collaboration, collegiality and teacher networking. While all teachers in the district (90% response rate) believe that the system has "moderately increased" their   opportunities for collaboration, collegiality and teacher networking, it is a much lower rating than the group of teachers who are functioning as teacher leaders. Results for each group are shown below (1=Not increase, 2=Slightly increase, 3=Moderately increased, 4=Strongly increase):

Coach – 3.75 – Strongly increased
Model Teacher 3.50 – Strongly increased
PLT Leader – 3.38 – Moderately increased
Mentor – 3.25 – Moderately increased
All Teachers – 3.06 – Moderately increased

Elementary teachers completed the Environmental Scale for Assessing Implementation Levels (ESAIL) in the fall and again in the spring as part of our school improvement efforts in the area of literacy.   Fall to spring comparison of results indicates that an increased percentage of teachers reported participating in various collaborative opportunities. Examples of collaboration included the use of coaching cycles, grade level team meetings and intervention meetings. The ESAIL results also suggest that we need to continue to work on culture and provide support in terms of helping teachers engage more effectively in problem-solving discussions.

The majority (97%) of the Individual Professional Development Plans (IPDPs) were written with professional learning teams.   The goals were written collaboratively and plans for accomplishing those goals became the work of the teams for the year.

Q10: 3a.Local TLC Goal

Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities & compensation

Q11: 3b. To what extent has this goalbeen met?

(no label)   Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Short and long term measures: Examining the extent that the TLC positions were filled in a timely manner, the levels of payment for services, and the responsibilities that they are fulfilling.

Results: By the fall of 2015, all TLC positions were 100% filled. These teachers are being paid with the compensation agreed in the TLC application. While most TLC leaders are fully embracing their leadership responsibilities, there is evidence of some lack of understanding among the various groups as to the extent of their roles. There is also variability in the implementation of duties.

Last year we had 4 people in coaching roles, 18 Professional Learning Team leaders, 8 Model Classroom teachers, and 4 mentors which means that 36% of our staff were in complementary leadership roles.

A review of teacher-leader logs indicated that all roles were meeting at least minimum expectations set forth in our plan. Reflections from coaches indicated that they were spending the majority of their time working with Model Classroom teachers, followed by grade level team meetings, then building leadership teams. That data also suggests that elementary teachers had more frequent interactions with coaches, followed by middle school, and then high school. Teacher responses on an end-of-year survey indicated that 45 teachers reported working with a literacy coach and 39 reported working with a STEM coach. Three coaches attended the Leveraging Teacher Leadership Conference during the summer of 2015. All coaches also attended 6 days of coaching training provided by New Teacher Center.

Professional Learning Team leader data indicates that they met and planned with their team a minimum of half-day once a month (on district PD days) and an additional 8 hours outside of the contract day across the year, with many PLT leaders indicating that their team worked well beyond the minimum 8 hours. PLT leaders also met as a Building Leadership Team multiple times across the year with the elementary meeting most regularly followed by the middle school and then the high school. Four PLT leaders attended the Leveraging Teacher Leadership Conference during the summer of 2015. All PLT leaders were offered (and the majority accepted) additional PD in their content areas. These PD opportunities included focused work on literacy with our elementary leaders provided by the Jacobson Center for Literacy at UNI; attendance at STEM conferences provided by Indian Hills Community College and Project Lead the Way/Iowa State University; and participation in math network meetings provided by Great Prairie AEA.

There was a fair amount of variety in mentoring reflections. As might be expected, the degree of physical proximity between mentor and beginning teacher greatly influenced the number of interactions. Those who had rooms right next door recorded far more interaction than those who were further away. Mentors also had four days of professional development using the Journey to Excellence materials provided by Great Prairie AEA.

Model Classroom teachers indicated strong working relationships with coaches. They reported relatively few classroom visits/observations by other teachers. Model Classroom teachers also participated in additional PD in their content area including work with the Jacobson Center for Literacy at UNI, Project Lead the Way through Iowa State University, and STEM conferences at Indian Hills Community College.

Q13: 4a.Local TLC Goal

Increase student achievement through improved instructional practices

Q14: 4b. To what extent has this goalbeen met?

(no label)   Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Short term Measures:
    We are still working to develop common formative measures across our district. In the elementary, we use the Fountas and Pinnell Benchmark Assessments. According to these assessments, we had approximately 80% of our K-4 students reading at the expected level.
    We had very high attendance at parent-teacher conferences at both fall and spring conferences.

    Long term Measures:
    This is an area that we don't feel we have enough information to truly say that TLC has impacted student achievement.
     The district Iowa Assessment scores are fairly healthy. When we consider proficiency and growth, they are especially healthy.
     According to FAST Benchmark Assessments, 53% of our K-4 students were at benchmark.
      We met 2 of our 3 C-Plan goals.

While the student achievement data is insufficient for commenting on impact of TLC, we do believe that the TLC grant has allowed us to create positions and opportunities to identify areas of needed change within our curriculum and our instructional approaches. We have had far more collaboration between our 3 buildings which has helped us identify some gaps. We have made some changes in our math program options at the high school. Our elementary and middle school ELA teachers have focused their collaborative work on improving writing. They have made terrific gains in this area and have plans to create a more formal district writing assessment next year.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a.Local TLC Goal

Retain effective teachers by providing enhanced career opportunities

Q17: 5b. To what extent has this goalbeen met?

(no label)   Somewhat Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Our plan called for the creation of four new leadership roles for teachers: Literacy & STEM coaches, Professional Learning Team (PLT) leaders, mentors, and Model Classroom teachers. We were able to fill all of those positions. All four coaches re-applied and were granted the same position for the 2016-17 school year. For PLT leaders we had 17 of 18 re-apply and receive positions. (The one who didn't re-apply moved to another grade level). All 8 Model Classroom teachers agreed to serve in the role another year. We had four mentors during the 2015-16 school year; 2 of those mentors were working with first year teachers and 2 were working with second year teachers. Two of the mentors chose not to re-apply. Of the 2 who re-applied, one will be working with the same beginning teacher and the other will be working with a different beginning teacher than she mentored last year. Although six teachers left our district at the end of the year (3 retirements, 3 positions in other districts), none of these teachers held one of the teacher-leader roles.

Review of the Individual Professional Development Plans (IPDPs) indicated that most were written with professional learning teams.   Reflections on this collaborative work indicated that a high number of teachers appreciated the time to network and felt that the work they accomplished was important. On the end-of year survey, teachers were asked about strengths that they saw in working with a professional learning team. The following were some of the responses:

•We had the opportunity to collaborate about things we haven't been able to until this year. We attempted to look at student data and make changes where necessary.
•Collegiality - team relationships
•When working together, we can all get on the same page and accomplish a lot.
•We became a stronger department and more unified.

We believe that the ideas reflected in these comments will positively impact a culture where teachers want to continue to work.

Q19: 6a.Local TLC Goal	*Respondent skipped this question*
Q20: 6b. To what extent has this goalbeen met?	*Respondent skipped this question*
Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	*Respondent skipped this question*

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Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

We have identified several areas that we need to work on to improve the effectiveness of our plan.
We need to review expectations and responsibilities for each leadership role with each group.
WE need to create more organizational/record-keeping practices including a common TLC calendar, attendance records, and formalized observation records.
We need to review the goals of our TLC plan and continue to work on building a culture that supports collaboration with all staff.
We need to work to be sure that the various leadership roles work to collaboratively support new teachers and improve instructional practices which will positively impact student achievement.
We need to give special attention to model classrooms - require observations by beginning teachers, formalize observation and feedback opportunities, and provide time for teachers to visit these rooms, especially at the secondary level.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

There were several comments from our midyear and end-of-year surveys which speak positively to TLC:

What do you see as the strengths of working in a professional learning team?
• Many people working together for the same goal and sharing a variety of ideas.
• Collaboration and learning together through the inquiry cycle.
• We had the opportunity to collaborate about things we haven't been able to until this year. We attempted to look at student data and make changes where necessary.
• The ability to collaborate in order to do what is best for students.
• Collaboration, time to discuss ideas, successes, etc.
• Getting our department on the same page
• Collegiality - team relationships
• Collaboration, combined effort and a commonality for learning.
• consistency
• When working together, we can all get on the same page and accomplish a lot.
• My team has become so much closer since we started the PLT. We share more ideas along with things we have created. I also feel that all classrooms are getting an equal education because of our cohesiveness.
• We are able to collaborate and discuss any issues we are seeing in our classroom or with our students.
• We became a stronger department and more unified.
• I like that we can honestly speak to one another and try to problem solve and share ideas.
• I think this is one of the best collaboration years I have seen in my teaching career. It is amazing what can be done, when a group meets on a regular basis and has planning time.

Q24: **Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of $33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.